

WNY YOUNG



WRITERS' STUDIO

The WNY Young Writers' Studio

Teacher Resources 2010

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Essential Questions:

- What does it mean to be a writer?
- What is good writing?
- What is teaching?
- What is learning?

What are YOUR essential questions?

Agenda:

- Welcome to Studio
- Exploring Your Expectations: Today, Next Week, The Year Ahead
- Establishing a Vision and Thinking About Goal-Setting
- Dispositions Provoke the Process, Process Refines Craft
- Feedback and Assessment and Feedback
- Establishing and Sustaining Community

RESOURCES TO SUPPORT YOUR STUDY OF WRITER'S CRAFT

NWREL Home Page

<http://educationnorthwest.org/resource/949>

This is the launch-pad for the traits and home to a wealth of resources.

Scoring Rubrics

<http://educationnorthwest.org/resource/464>

Rubrics are available here in a variety of formats.

6+1 Traits Scored Samples

http://apps.educationnorthwest.org/traits/scoring_examples.php

This is a searchable database of samples by grade and performance level.

6+1 Traits Scoring Practice

http://apps.educationnorthwest.org/traits/scoring_practice.php

This page provides un-scored samples that you may use to practice scoring with.

Posters

<http://tinyurl.com/cgbfqz>

These were created by teachers for use in classrooms. Free download.

Teaching That Makes Sense

<http://www.ttms.org>

Steve Peha provides numerous high-quality downloads that support instruction and assessment around the writing process and the 6+1 Traits in all content areas.

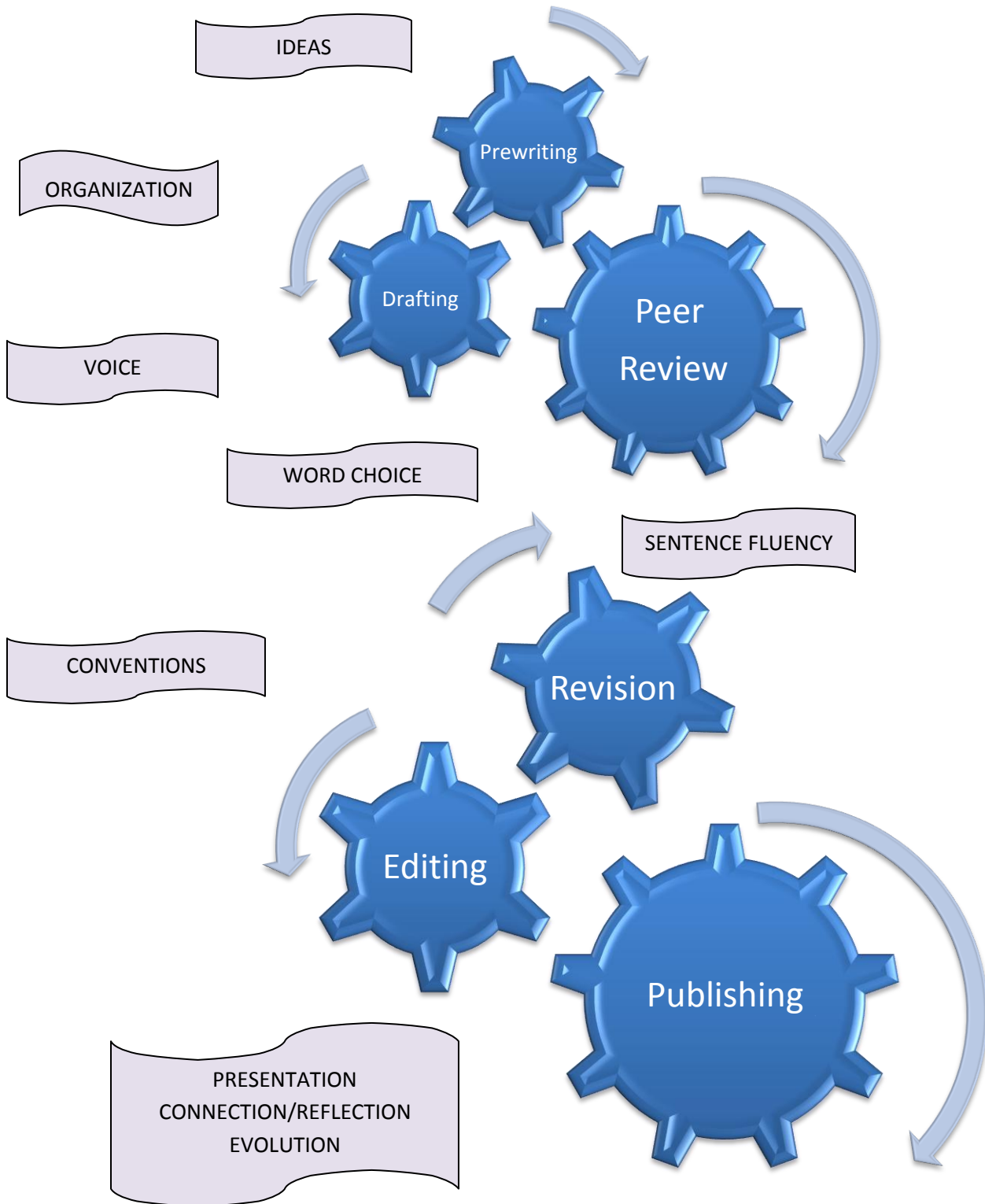
WNY Education Associates Blog

<http://www.angelastockman.com/blog>

My blog provides added support to the teachers that I train and coach. Many of my posts are written in response to teacher requests, including this one, which is relevant to the traits and embedded with great resources: <http://tinyurl.com/5ejzap>

What other resources would support your work as a teacher of writing?

Writing is a Recursive Process



Analytic rubrics are not simply teacher tools. They are designed to support students.

- ✚ Prior to designing your rubrics, define the purposes and objectives of your assessment. Consider how your assessment supports the essential questions and enduring understandings that your students have been challenged to explore.
- ✚ Articulate criteria for each defined objective.
- ✚ Stop and reflect:
 - Have you provided criteria for each objective?
 - Have you inadvertently included criteria that are unrelated to your objective?
- ✚ Involving your students in the process of rubric design deepens their understanding of what quality work looks like.
- ✚ Distributing rubrics as tasks are assigned allows students to focus on what counts. It also allows them the opportunity to reflect on their performance and monitor and adjust their work in-process. Consider making this an expectation, and check to see that students meet it.
- ✚ Use your rubrics to develop models, identify mentor texts or samples, and plan think-alouds.

Quality analytic rubrics are inclusive of the unique abilities of the students in your classroom.

- ✚ Although common rubrics may be designed to define quality as it relates to specific grade level expectations, ensure that the ability levels of all of **your** students are represented on the rubric by including criteria dimensions for students below and above grade level.
- ✚ Students may use these rubrics to continually benchmark their own progress and focus on the criteria that must be fulfilled in order to move performance to increasingly higher standards.

Analytic rubrics provide a framework for deep reflection and self-assessment.

- ✚ Students can use rubrics to reflect upon areas of strength, areas of weakness, and the criteria for each objective.
- ✚ Teachers are challenged to think critically about the purposes and objectives of their assessments as well as the criteria that define them when they commit to using rubrics.
- ✚ Rubrics also provide teachers criterion-specific data that can inform their instruction and allow them to leverage student strengths to address weaknesses.

Analytic rubrics can significantly enhance the quality of teacher, peer, and parent feedback.

- ✚ Analytic rubrics relay the criteria around which meaningful conversation and peer review can occur.
- ✚ They help address paper load issues that often prevent teachers from providing consistent, immediate, and criteria-based feedback.
- ✚ When parents understand expectations clearly, they can coach their children more effectively at home and inform their self-assessment processes. Rubrics also minimize the frustrating effects of miscommunication around expectations and objectives.

EXPLORING HOW THE DISPOSITIONS OF PRACTICE INFLUENCE THE WORK OF WRITERS

Writers Strive to Understand

- They are curious about what it means to be a writer or to create good writing
- They develop questions about these ideas and work hard to find answers to them
- They talk with others about their curiosities and discoveries
- They do research to learn more

Writers who strive to understand show this through their...	Beginning	Developing	Deepening	Embodying
Learning	<p>Writes in order to complete an assignment</p> <p>Asks questions to clarify directions and expectations around particular assignments</p> <p>Understanding of what it means to be a writer or to create good writing is defined by the teacher and/or grades received on finished products</p>	<p>Writes in order to improve craft, invites peer-review, edits work and makes minor revisions</p> <p>Asks questions to develop an understanding of what good writing is and what good writers do</p> <p>Studies what it means to be a writer and what good writing is, when prompted to by a teacher and/or in order to improve grades</p>	<p>Writes in order to grow as a writer, which improves craft. Revisits certain phases of the writing process in order to make meaningful revisions</p> <p>Asks specific questions that address unique curiosities. Deepening understandings lead to more questions.</p> <p>Studies what it means to be a writer and what good writing is in order to contribute to discussions and support the work of self and others</p>	<p>Examines writing of self and others in order to re-examine and revise previous assumptions about what it means to be a writer or produce good writing</p> <p>Ask questions that highlight gaps in understandings about writing or what it means to be a writer</p> <p>Seeks new information about what good writing is and what it may mean to be a writer. Uses what is learned to improve the work of self and others</p>
Behavior	Agrees that there is much to learn and understand, but	Studies ideas and information about writing when asked,	Studies new information and ideas about writing	Asks others to share their perspectives and understandings

	spends little time discovering it Criticizes writing and learning based on assumptions and/or misinformation	but isn't ready to apply to own work Is willing to consider different perspectives and the expertise of others	in order to grow as a writer Writer is able to support own beliefs with evidence and remain open and flexible to new ones	and seeks new ideas in order to revise own Promotes own perspectives and beliefs and encourages others to do the same
Work	Relies upon the teacher to provide writing/learning opportunities, structures, process, and strategies	Relies upon new knowledge of the writing process, dispositions, and writer's craft to create unique work	Studies work to define and meet goals as a writer.	Uses writer's process, craft, and dispositions to define new challenges and generate new questions for study

Writers Strive to Persevere

- They take their time as they move through the writer’s process, reflecting for a period of time before rushing to finish their work.
- They do not publish their work until it is the best that it can be.

Writers who strive to persevere show this through their....	Beginning	Developing	Deepening	Embodying
Learning	<p>Believes that they do not need to reflect or revise work—it is fine “as-is”</p> <p>Is constantly distracted by other interests or tasks</p>	<p>Willing to consider minor revisions of work</p> <p>Listens to suggestions or feedback from others only when required to</p>	<p>Asks those they are closest to to provide them general feedback about how work can be improved.</p> <p>Discusses ways to revise or improve work with others and focuses on improving what is easiest</p>	<p>Asks various people to provide specific kinds of feedback on their work and considers unsolicited feedback that might help them grow</p> <p>Participates in debate and conversations about writing process, craft, and dispositions.</p>
Behavior	<p>Focuses on getting tasks finished quickly and is frustrated when asked to revise</p> <p>Uses time provided for revision to do other things</p>	<p>Recognizes areas in need of revision and makes changes in order to get the work done</p> <p>Final revisions are made only during time provided by those expecting revision</p>	<p>Will eagerly revise work in order to meet expectations of others or get a good grade</p> <p>Makes time to revise thinking, work, and process in order to correct perceived problems</p>	<p>Eagerly revises work, thinking, and process in order to reach highest standards, as a means of satisfying self and audience</p> <p>Shares revised work, thinking, and process in order to gain additional feedback. Publication is seen as an opportunity to connect with others, which may inspire further</p>

				revision of thought and work as well
Work	The end product is nearly the same as the final draft	The end product is well-edited, but substantial changes in content or craft aren't approached	Revises thinking, process, and end-product in order to correct perceived problems	Revisions are purposeful and reveal significant growth in writer's craft, process, and end-product

Writers Strive to be Courageous

- They are willing to discuss things that make them uncomfortable in appropriate ways.
- They are willing to feel the discomfort that comes with needing to change, learn, and grow.
- They seek out new responsibilities and challenges.
- They don't give up when writing process becomes hard.

Writers who strive to be courageous show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Is reluctant to share beliefs, concerns, questions, or work.	Shares beliefs, concerns, questions, or work only when required to or when others have done so first Participates in planned discussions and conversations only by agreeing or disagreeing	Shares and acts on beliefs and values and shares concerns, questions, and work openly Participates in conversations and is willing to ask questions that reveal a lack of understanding	Shares values, beliefs, and assumptions in order to provoke debate Asks questions to reveal own limitations and help others do the same. Is willing to appropriately raise issues that may make others uncomfortable
Behavior	Avoids people who appear to be unlike him/her or from activities that might challenge perceptions and assumptions Avoids sharing own work or makes apologies for work Looks to the	Listens to those who appear to be unlike him/her and attends activities that may challenge perceptions and assumptions, but does not take part in conversation or work Shares work only after others have Seeks guidance from the teacher in	Participates in conversations and activities that challenge beliefs, values, ideas, and work Shares completed and unfinished work when asked Relies on growing	Chooses to share beliefs, values, ideas, and work with those who appear to be unlike him/her in order to learn and grow as a writer Shares work and ideas at all stages of development Continues to grow

	teacher for all assignments, answers, and processes	order to please him/her and “write right”	expertise to guide decisions as a writer and resolve the problems that arise	as a writer and to support others in their growth even if doing so creates conflict
Work	Writes in ways that are expected, in order to get a good grade.	Attempts new processes and types of writing because it is expected.	Writes in ways that inspire others think deeply about what good writing is or what good writers do	Seeks new challenges and roles in order to remain energized and to inspire new ideas

Writers Strive to Reflect on What They Do

- They share their thinking and their work in order to evaluate it
- They set goals in order to assess their own progress and understand themselves
- They produce new work that is the result of what they've learned from previous work

Writers who strive to reflect on what they do show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Reflects on writing, thinking, and growth only when provided questions or prompts Speaks in a guarded way when responding	Assesses own writing only during formal activities Speaks openly about writing and thinking	Speaks thoughtfully about the meaning and value of their writing, thinking, and learning on a regular basis with various people Connects discoveries to possible actions	Asks questions about their writing, process, and thinking continuously Speaks about the effect that reflection has on work
Behavior	Sets goals that are too big or too narrow Recognizes a connection between reflection and quality of work, but struggles to set meaningful goals that lead to improved craft or process	Goals are not linked to unique needs or purposes as a writer Identifies general strengths and weaknesses in work only. Considers possible actions that may lead to improved craft or process	Sets thoughtful and realistic goals Acts to meet these goals and improve craft, process, and end-products	Is strategic in goal setting Assesses craft, writing, and process in terms of how it effects self and others Considers intended and unintended consequences
Work	Is aware that certain patterns and trends exist in every writer's craft, process, and end-products	Recognizes specific patterns and trends in their own craft and process when pointed out	Searches for patterns and trends in their own craft and process in order to assess effect on writing, audience, growth	Sets goals in response to patterns and trends noted in their own craft and process

Writers Strive to Develop Their Expertise

- They grow and shape their knowledge and their skills as writers
- They share what they are learning and what they know with other writers in order to help them grow as writers
- They consider the needs of their audiences and their community and work to meet them

Writers who strive to develop their expertise show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Relies on existing knowledge and skills and will seek new information when assigned a topic or area of focus	Adds to existing knowledge and skills by seeking new information related to personal interests	Participates in research to answer questions and deepen understandings about writer's craft, process, or dispositions	Participates in individual and collaborative learning to grow the understandings and skills of the larger community as well as their own
Behavior	<p>Recognizes that learning is needed in order to grow as a writer</p> <p>Dreads the idea of sharing their writing, learning, or knowledge</p> <p>Hesitates to acknowledge learning or expertise</p>	<p>Takes steps to learn and grow, but only during specific time periods</p> <p>Approaches sharing of writing, learning, and knowledge as a burden or obligation</p> <p>Acknowledges learning and expertise with peers when prompted</p>	<p>Sees self primarily as a learner and struggles to define expertise that can be shared.</p> <p>Approaches sharing of writing, learning, and knowledge as a responsibility</p> <p>Will share learning and expertise with those who share similar interests or are pursuing similar questions</p>	<p>Recognizes and shares own expertise but is aware of limits and continually seeks additional learning</p> <p>Is personally motivated to share writing, learning, and knowledge</p> <p>Takes steps to share learning and expertise with others within and beyond classroom setting</p>
Work	Work is motivated by own interests and needs as a writer	Is aware that the interests and needs of others may connect to their own writing, learning, and work	Addresses the needs of others through their own writing, learning, and work	Connects their own interests and work with the needs of others and the community

	Completes required learning activities	Participates when invited to learn in various settings	Invites others to join them in learning relevant to common interests and needs	Creates learning opportunities that deepen their own work and that of others'
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Writers Strive to Cooperate and Collaborate With Others

- They learn from and with others
- They act on the belief that learning and working with others helps them grow as learners, writers, and people
- They publish writing that results from collaborative learning and problem solving
- They approach publishing as an additional opportunity to learn, rethink, and revise

Writers who strive to cooperate and collaborate with others show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Discusses their writing process, craft, and growth with others when required	Discusses their writing process, craft, and growth with others when invited	Seeks out opportunities to discuss their writing process, craft, and growth and that of others	Helps self and others discuss, understand, develop, and share promising writing practices
Behavior	Offers and accepts support when required Prefers to work and think alone	Willingly offers and accepts support during formal activities Is curious about what others are working on or learning	Offers and asks for support without being asked Is interested in learning from others	Creates opportunities to support shared learning Is eager to expand upon the work of others
Work	Writing is shared with others as required Writing products are a strict reflection of own thought and does not benefit from peer-review	Writing is shared with others to gain help for specific purposes only Writing products are influenced but not significantly enhanced by peer-review	Writer openly shares work and encourages others to do the same Writing processes and products are enhanced by peer-review	Writing is driven by thought that emerges from peer-review, collaborative writing ventures, and joint projects that create new thinking, ideas, and processes

Considering Writer's Craft
WNY Young Writers' Studio

IDEAS	WRITER'S VOICE	ORGANIZATION
<p>EXPERIENCED_____</p> <p>My writing is fascinating. It sparks my readers' curiosities.</p> <p>My message is meaningful and focused.</p> <p>I show rather than tell.</p>	<p>EXPERIENCED_____</p> <p>My writing has a unique flavor. The reader can hear me or my speaker in this piece.</p> <p>The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers.</p> <p>I use details that add emotion and reveal age or geographic location or historical setting.</p>	<p>EXPERIENCED_____</p> <p>My writing unfolds in a compelling way.</p> <p>I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader.</p> <p>I add details and clues in just the right places.</p>
<p>DEVELOPING_____</p> <p>My writing is descriptive. It provides details about my topic.</p> <p>My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>I tell rather than show.</p>	<p>DEVELOPING_____</p> <p>My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece.</p> <p>Some feelings are expressed, but my readers won't react to what I've written in any way.</p> <p>I add some details that reveal emotion, age, or geographic location or historical setting.</p>	<p>DEVELOPING_____</p> <p>My writing unfolds in a predictable way.</p> <p>My writing has a clear beginning, middle, and end.</p> <p>Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p>
<p>BEGINNING_____</p> <p>My writing is vague. I don't know enough about my topic yet.</p> <p>My message is confusing. I'm still thinking-aloud on paper.</p> <p>Missing details make it hard for my reader to picture what I'm saying.</p>	<p>BEGINNING_____</p> <p>I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>It seems that I don't have any feelings about this topic.</p> <p>I don't include details that reveal mood, age, geographic location, or historical setting.</p>	<p>BEGINNING_____</p> <p>My writing lacks organization. It's confusing.</p> <p>My writing doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing.</p> <p>Details are missing or out of place.</p>

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED _____</p> <p>My writing includes rich, precise words.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>EXPERIENCED _____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>All unnecessary details have been removed.</p>	<p>EXPERIENCED _____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p>DEVELOPING _____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>My words might be over-used or too flowery.</p>	<p>DEVELOPING _____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p> <p>I have used more words that I needed to.</p>	<p>DEVELOPING _____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING _____</p> <p>My writing includes misused words.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>I use the same words over and over again.</p>	<p>BEGINNING _____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>I use inappropriate words in this piece.</p>	<p>BEGINNING _____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

COMMENTS:

Assessing the Dispositions, Process, and Craft of Writers

	Experienced	Developing	Beginning
Dispositions	<p>--My curiosities about what good writing is and what good writers do help me grow as a writer, and I use what I learn to help others.</p> <p>--I participate in peer review, eagerly revise my work, and produce final drafts that demonstrate tremendous growth in my craft and process.</p> <p>--I take risks and try difficult things as a writer. I am willing to ask questions and show what I don't know in order to grow. I'm willing to learn from those who are different from me and those I may disagree with.</p> <p>--I reflect on my own work, set and revise my own goals, and speak about the effect that reflection has on my growth.</p> <p>--I eagerly share my expertise with others, but I know I still have much to learn. I take steps to keep learning.</p> <p>--I create opportunities to learn from and with others. I grow as a result of the collaborative work I do.</p>	<p>--I study what good writing is and what it means to be a writer when I'm expected to, in order to get a good grade.</p> <p>--I revise when I'm expected to. My final drafts are well-edited, but there are few real changes in what I'm saying or how I'm saying it.</p> <p>--I will take on new writing challenges when it is expected of me. I will ask questions and show what I don't know if others go first. I'm willing to listen to what everyone has to say, but I may contribute less.</p> <p>--I set my own writing goals and reflect on my progress when I'm asked to.</p> <p>--I share what I know with those who have similar interests or those I feel closest to.</p> <p>--I seek opportunities to discuss the writing process and my work with others, and I offer support to others without being asked.</p>	<p>--I'm not clear what good writing is or what good writers do just yet. I wait for others to tell me what to do.</p> <p>--I rush to get my work done quickly, and most of my final drafts are the same as my rough drafts.</p> <p>--I'm reluctant to take on new writing challenges, share my work, or learn from those who are different from me or who I might disagree with.</p> <p>--I need questions or prompts in order to reflect on my work. I struggle to set reasonable goals.</p> <p>--I don't like to share what I know or do with others. I don't find or make the time to continue learning. I rely on what I've already learned to complete my work.</p> <p>--I prefer to work alone and will only work with others when asked.</p>

Writing Process	<p>--I invest myself in brainstorming, taking the time to generate a wide range of ideas before pursuing one.</p> <p>--As I am drafting, I intentionally create a purposeful voice for my piece, and I consider how to organize my work best.</p> <p>--I participate in peer-review by providing feedback in strategic ways.</p> <p>--My work reflects deep revision of thought and process.</p> <p>--I seek to publish my work in a variety of venues.</p>	<p>--I brainstorm when it is expected of me and select the most predictable and acceptable idea.</p> <p>--My drafts follow an organizational structure provided to me by others. I'm still trying to decide how my speaker should sound.</p> <p>--I ask others to tell me how to improve my work.</p> <p>--Improvements in my work are mostly around conventions and organization.</p> <p>--I publish my work when I am asked to do so.</p>	<p>--My writing is usually based upon my first thoughts and ideas.</p> <p>--My draft answers the question or prompt provided to me, but it may be disorganized or lack appropriate voice.</p> <p>--My final copy is nearly identical to my rough draft.</p> <p>--My final copy isn't ready for publication yet.</p>
Ideas	<p>--My writing is fascinating. It sparks my readers' curiosities.</p> <p>--My message is meaningful and focused.</p> <p>--I show rather than tell.</p>	<p>--My writing is descriptive. It provides details about my topic.</p> <p>--My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>--I tell rather than show.</p>	<p>--My writing is vague. I don't know enough about my topic yet.</p> <p>--My message is confusing. I'm still thinking-aloud on paper.</p> <p>--Missing details make it hard for my reader to picture what I'm saying.</p>
Writer's Voice	<p>--My writing has a unique flavor. The reader can hear me or my speaker in this piece.</p> <p>--The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers.</p> <p>--I use details that add emotion and reveal age or geographic location or historical setting</p>	<p>--My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece.</p> <p>--Some feelings are expressed, but my readers won't react to what I've written in any way.</p> <p>--I add some details that reveal emotion, age, or geographic location or historical setting.</p>	<p>--I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>--It seems that I don't have any feelings about this topic.</p> <p>--I don't include details that reveal mood, age, geographic location, or historical setting.</p>

Organization	<p>--My writing unfolds in a compelling way.</p> <p>--I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader.</p> <p>--I add details and clues in just the right places.</p>	<p>--My writing unfolds in a predictable way.</p> <p>--My writing has a clear beginning, middle, and end.</p> <p>--Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p>	<p>--My writing is very confusing. Readers struggle to make sense of it.</p>
Word Choice	<p>--My writing includes rich, precise words.</p> <p>--My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>--The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>--My writing includes correct words.</p> <p>--My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>--My words might be over-used or too flowery.</p>	<p>--My writing includes misused words.</p> <p>--My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>--I use the same words over and over again.</p>
Sentence Fluency	<p>--My writing is meant to be read aloud. It sounds wonderful!</p> <p>--I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>--All unnecessary details have been removed.</p>	<p>--My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>--Most of my sentences follow the same pattern.</p> <p>--I have used more words than I needed to.</p>	<p>--My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>--I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>--I use inappropriate words in this piece.</p>
Conventions	<p>--My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>	<p>--My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>	<p>--Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

COMMENTS:

Talking With Writers throughout the Writing Process

Ownership and Personal Needs: Conversations at the Start of the Process

Dispositions	Process	Craft	Community
What do you really believe in?	Tell me about your writing process. How is it unique? What works for you? What doesn't?	Look over your list of brainstormed ideas. Which ideas provoke the strongest feeling in you?	What are you passionate about doing?
What's important to you?	Which part of the process means the most to you?	Where is your voice strongest?	What do you do well? Who can you share that with?
Which experiences have been most meaningful in your life?	Which phase of the process are you most excited about?	What is your story? What is your truth?	How are you a valuable part of our community?
How can you make a difference?	Tell me about the kind of brainstorming you like to do.	Which part of your writing do you love the most?	What are you getting out of your work with other people?
What are you afraid of?	How do you like to draft your work? In pencil? On the computer? At a desk? Listening to music?	What are you proudest of?	Who gives you the most helpful feedback?
How can you overcome your fears?	Who gives you the best feedback on your work?	Where have you really grown in terms of writer's craft? What can you share with others about that?	Who inspires you?
What do you want to write about?	How does using the process affect your final product?		Who challenges you most?
What do you need to write about?	Which publishing opportunities excite you most?		What have you learned from connecting with others that you couldn't have learned on your own?
What do you hope to achieve by writing?	What have you learned that might help someone else?		What do you need from our community?
What do you need in order to meet your goals?			
What does your writing reflect about you?			
What are you eager to share with others about your work or learning?			

What would you add?

Clarifying and Setting Goals: Conversations as the Process Unfolds

Dispositions	Process	Craft	Community
How can your writing and your work best reflect your values?	Where are you in the writer's process?	Which strategies are you using to create voice?	Whose perspective can help you most with this piece?
What do you need to learn more about in order to develop this piece?	Which part of the process could you revisit in order to improve your work?	How will you organize this?	Who has experience with this sort of writing? What will you ask them?
What confuses you? Who can help you clarify this confusion?	What are your next steps?	What will you do to improve word choice?	How can you share what you've learned with others in our community?
Who can you share this piece with?	Where did you rush? Where did you take your time as a writer? Which new goals can you set in light of this?	How do you check for sentence fluency? What can you do to improve it?	Who will you collaborate with on this?
Who will learn the most from your work, process, or thinking?	After participating in peer-review, what new goals have you set?	Which rules of conventions do you need to study and master? When will you do this? How?	What feedback, specifically, do you need to ask for? Who might best provide it?
Why are you writing this?	When will this be ready to publish?	Which idea is the most compelling? Why?	
How will you know that this piece is done?	How do you plan to publish your work?	Which genre supports your purpose the best?	
What do you need to do in order to create an "excellent" piece?			
Which dispositions do you need to focus on in order to do great work with this project?			

What would you add?

Reflection: Conversations About What We've Learned and How We've Grown

Dispositions	Process	Craft	Community
How have you grown in your use of the dispositions?	Which parts of the process are easiest for you? Hardest?	Which Traits are developed best in this piece? Least?	What are you learning about yourself?
How do you feel about the amount of time and effort you put into this piece?	Which part of the process is most important to you? Why? Least? Why?	What sort of learning helps you understand a trait best? Definitions? Rubrics? Models? Coaching? Feedback?	What are you learning about others?
What was most uncomfortable for you? How did you handle that discomfort?	How willing are you to investing yourself in the entire process each time you write?	What makes something a good idea?	What are you learning about writing within a community?
What did you learn from others? What did they learn from you?	Which parts of the process do you need better strategies for?	What is good writing?	What has been your greatest contribution to this community?
What are you discovering about your writing? Your thinking?		What do good writers do?	What is the greatest thing you've gained from being a part of this community?
How does reflecting in this way help you?		How does genre affect message? Mood?	What can you do to help the community grow?
How can we look at this from a different angle?			
Which stories are you telling? Which ones are you avoiding? Why?			

What would you add?

I write about things that are meaningful and important, even when others might disagree with me.

I do multiple drafts of my writing.

I know what I'm good at as a writer, and I use what I know to help other writers without being asked.

I work on writing projects with others.

I do research before and while I write.

I write about my thoughts in order to clarify them.

I like to try new and alternative types of writing.

I don't rush as a writer. I take my time.

I read a lot.

I give others feedback on their writing without being asked.

Before I begin writing, I often study the work of other writers to learn more about what quality writing looks like.

I know what my strengths and weaknesses are as a writer.

I'm not afraid to admit what I don't do well as a writer.

I always make sure my work is the very best it can be.

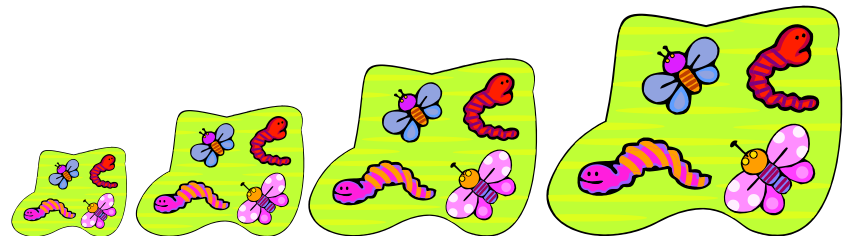
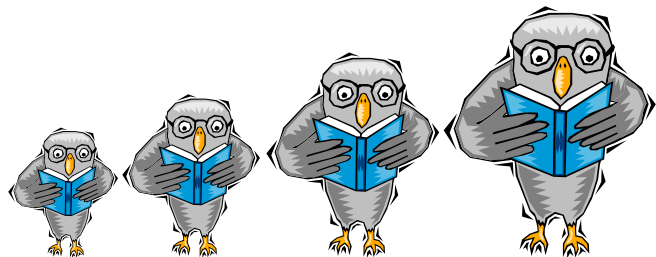
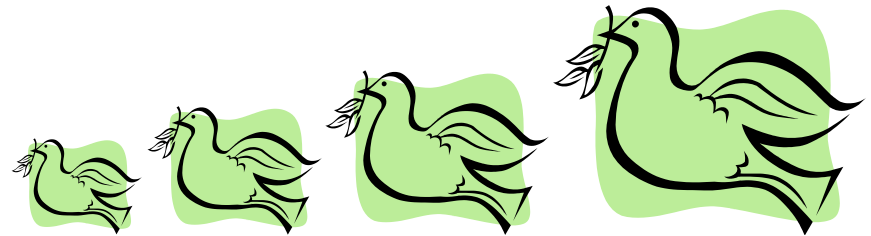
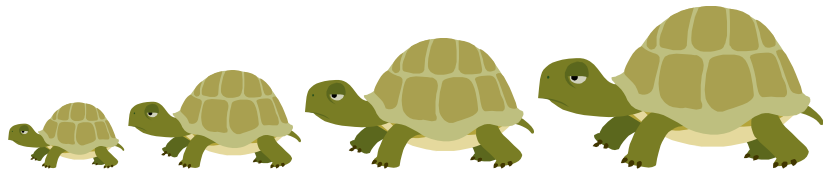
I learn from my mistakes as a writer and try to improve.

I like to talk with others about our writing.

I listen and study carefully before claiming that I know something.

I consider the feedback that I receive from others and set goals to improve my work.

Thinking About My Dispositions





**Welcome to the WNY Young Writers' Studio Grades 2-5 Program
Summer 2010**

Day	Activities	Reminders
Monday	<ul style="list-style-type: none"> • Parent meet and greet at 9am • Getting to know you • Studio is about much more than words • Fun ways to brainstorm great ideas 	Please make sure you've completed the registration form, emergency information form and media release prior to our first day. Writers will not need to bring any supplies to Studio other than a filled water bottle.
Tuesday	<ul style="list-style-type: none"> • What kind of writer do we want to be? • What type of writing do we want to try? • Conferencing with teachers to create a plan • Joining a writing circle • Organizing our very first drafts 	If you already know what kind of writing you'd like to try, bring in an example to share. For instance, if you would like to try writing a story, please bring in one of your favorite short stories. Teachers will bring in some different pieces of writing that others have loved as well!
Wednesday	<ul style="list-style-type: none"> • Watch, listen, taste, touch, sing, draw, move: how putting our pens down can help us become better writers • Playing with word choice • Drafting and conferencing 	What do you LOVE to do when you aren't writing? Get ready to think about how you can use your favorite hobbies and activities to make you a better writer.
Thursday	<ul style="list-style-type: none"> • Watch, listen, taste, touch, sing, draw, move: how putting our pens down can help us become better writers • Trying on writer's voice • Drafting and conferencing 	Did you know that your parents can help you find us online and stay connected to us even when we aren't in session? Families, please consider joining our protected online community http://wnyywss.ning.com , visiting our website http://wnyyws.org , or following us on Facebook!
Friday	<ul style="list-style-type: none"> • Reflecting and setting goals: conferences with parents and teachers • Learning to ask for and receive helpful feedback: peer review • Planning for the school year sessions • Celebrating our progress 	Before we break until fall, please make sure that Teachers has an updated email address for you and/or your family! All of our newsletters and reminders will be communicated to you this way!



**Welcome to the WNY Young Writers' Studio Grades 2-5 Program
Summer 2010**

Day	Learning Target	Activities	Materials and Resources
Monday	<p>Fellows will apply the looping strategy to brainstorm and record a variety of meaningful writing ideas.</p> <p>They will evaluate the purposefulness of four other brainstorming strategies verbally:</p> <ul style="list-style-type: none"> • Wonder walking • Cubing • Interviews • Similes 	<ul style="list-style-type: none"> • Parent meet and greet at 9am • Getting to know you • Studio is about much more than words • Fun ways to brainstorm great ideas 	<p>___ Program Overviews</p> <p>___ Fear in a Hat example</p> <p>___ Icebreaker options</p> <p>___ Looping prompts and artifacts</p> <p>___ Pictures and the Story of Studio</p> <p>___ Portfolios</p> <p>___ Notebooks, folders, pens</p> <p>___ Snack</p> <p>___ Contact and emergency info.</p> <p>___ Camera</p>
Tuesday	<p>Fellows will pre-asses their use of the Dispositions verbally.</p> <p>They will articulate how they would like to make a difference as a writer, verbally or in words or pictures.</p> <p>They will investigate a genre that they would like to attempt and use a variety of tools to begin organizing their rough drafts.</p>	<ul style="list-style-type: none"> • Exposing writers to Dispositions • Helping writers define a vision for their work • Joining a writing circle • Organizing and drafting 	<p>___ Dispositions pre-assessments</p> <p>___ Visioning activity</p> <p>___ Writing circle centers and organizers</p> <p>___ Portfolios</p> <p>___ Notebooks, folders, pens</p> <p>___ Snack</p> <p>___ Contact and emergency info.</p> <p>___ Camera</p>
Wednesday	<p>Fellows will write about the ways in which visualization, drawing, movement, and manipulation enrich their work as writers.</p> <p>They will define one strategy and two tools that can be used to improve their word</p>	<ul style="list-style-type: none"> • Watch, listen, taste, touch, sing, draw, move: how putting our pens down can help us become better writers • Playing with word choice • Drafting and conferencing 	<p>___ Art pieces ___ Portfolios</p> <p>___ Flip camera ___ Folders</p> <p>___ Cameras ___ Pens</p> <p>___ Paper rolls ___ Snack</p> <p>___ Markers ___ C/E info.</p> <p>___ Pencils</p>

	choice, verbally.		___ Improv activities ___ Play Doh ___ Finger paint ___ Paper
Thursday	Fellows will define how they are using what has been learned about voice in their own writing pieces, verbally.	<ul style="list-style-type: none"> • Watch, listen, taste, touch, sing, draw, move: how putting our pens down can help us become better writers • Trying on writer's voice • Drafting and conferencing 	___ Art pieces ___ Portfolios ___ Flip camera ___ Folders ___ Cameras ___ Pens ___ Paper rolls ___ Snack ___ Markers ___ C/E info. ___ Pencils ___ Improv activities ___ Play Doh ___ Finger paint ___ Paper
Friday	Students will verbally articulate personal goals in the following areas: <ul style="list-style-type: none"> • Writer's Dispositions • Writer's Process • Writer's Craft (the 6 Traits) Students will verbally provide criteria-specific feedback to their peers.	<ul style="list-style-type: none"> • Reflecting and setting goals: conferences with parents and teachers • Learning to ask for and receive helpful feedback: peer review • Planning for the school year sessions • Celebrating our progress 	___ Portfolios ___ Folders ___ Pens ___ Snack ___ C/E Info. ___ Peer Review templates ___ Write on/wipe off markers



Welcome to the WNY Young Writers' Studio Grades 6-12 Program Summer 2010

Day	Questions We Will Pursue	Reminders
Monday	<ul style="list-style-type: none"> What can parents and writers expect from the Studio experience? How do we best support writers and teachers? Who are we? What matters to us? How can we use these answers to fuel our writing and teaching? What does connection have to do with writing and teaching and learning? What do we hope to accomplish this year? 	<p>Please make sure you've completed the registration form, emergency information form and media release prior to our first day. Writers will not need to bring any supplies to Studio other than a filled water bottle. You may bring your own laptops and writing materials if you wish, but writers are responsible for their own belongings!</p> <p>If you already know what kind of writing you'd like to try, bring in an example to share. For instance, if you would like to try writing a story, please bring in one of your favorite short stories. Teachers will bring in some different pieces of writing that others have loved as well!</p>
Tuesday	<ul style="list-style-type: none"> What does it mean to be a writer in the 21st century? What has changed? What has been sustained? What does collaboration have to do with writing and teaching and learning? Which dispositions, elements of the writer's process, and aspects of craft do we need to develop? 	<p>What do you LOVE to do when you aren't writing? Get ready to think about how you can use your favorite hobbies and activities to make you a better writer.</p>
Wednesday	<ul style="list-style-type: none"> How do we create our own writing toolboxes? How is writing within a community both a privilege and a responsibility? What do we need to learn more about and understand as writers? 	<p>Did you know that you can stay connected to us even when we aren't in session? Please consider joining our protected online community http://wnyywss.ning.com, visiting our website http://wnyyws.org, or following us on Facebook!</p>
Thursday	<ul style="list-style-type: none"> Exploring writer's tools, craft, and style Drafting and conferencing 	
Friday	<ul style="list-style-type: none"> Reflecting and setting goals: conferences with teachers Peer review protocols Planning for the school year sessions and opportunities to share your expertise 	<p>Before we break until fall, please make sure that Mrs. Stockman has an updated email address for you and/or your family! All of our newsletters and reminders will be communicated to you this way!</p>



Welcome to the WNY Young Writers' Studio Grades 6-12 Program Summer 2010

Day	Learning Targets	Activities and Guiding Questions	Materials
Monday	<p>Fellows will apply the looping strategy to brainstorm and record a variety of meaningful writing ideas.</p> <p>They will evaluate the purposefulness of four other brainstorming strategies verbally:</p> <ul style="list-style-type: none"> • Wonder walking • Cubing • Interviews • Similes 	<ul style="list-style-type: none"> • Welcome and parent meeting • How can you make the most of your fellowship? • What kind of writer do you want to be? What type of writing do you hope to produce? • Brainstorming and idea development 	<p>___ Program Overviews</p> <p>___ Fear in a Hat example</p> <p>___ Icebreaker options</p> <p>___ Looping prompts and artifacts</p> <p>___ Pictures and the Story of Studio</p> <p>___ Portfolios</p> <p>___ Notebooks, folders, pens</p> <p>___ Snack</p> <p>___ Contact and emergency info.</p> <p>___ Camera</p>
Tuesday	<p>Fellows will pre-asses their use of the Dispositions, the writer's process, and writer's craft verbally.</p> <p>They will articulate how they would like to make a difference as a writer, verbally or in words or pictures.</p> <p>They will investigate a genre that they would like to attempt and use a variety of tools to begin organizing their rough drafts.</p>	<ul style="list-style-type: none"> • What does it mean to be a writer in the 21st century? What has changed? What has been sustained? • Which dispositions, elements of the writer's process, and aspects of craft do we need to develop? • Joining a writing circle • Strategies to add to our toolbox: organization 	<p>___ Dispositions pre-assessments</p> <p>___ Visioning activity</p> <p>___ Writing circle centers and organizers</p> <p>___ Portfolios</p> <p>___ Notebooks, folders, pens</p> <p>___ Snack</p> <p>___ Contact and emergency info.</p> <p>___ Camera</p>

Wednesday	<p>Fellows will report what they've learned as investigators of writers craft, the Dispositions, and writer's process.</p> <p>They will define one strategy and two tools that can be used to improve their word choice and sentence fluency, verbally.</p>	<ul style="list-style-type: none"> • How is writing within a community both a privilege and a responsibility? • What do we need to learn more about and understand as writers? • Strategies to add to our toolbox: word choice and sentence fluency 	<p>___ Word Choice and SF Centers</p> <p>___ Portfolios</p> <p>___ Notebooks, folders, pens</p> <p>___ Snack</p> <p>___ Contact and emergency info.</p> <p>___ Camera</p>
Thursday	<p>Fellows will write about the ways in which visualization, drawing, movement, and manipulation enrich their work as writers.</p> <p>They will write about their processes for establishing writer's voice.</p>	<ul style="list-style-type: none"> • Watch, listen, taste, touch, sing, draw, move: how putting our pens down can help us become better writers • Drafting and conferencing • Strategies to add to our tool box: voice 	<p>___ Art pieces ___ Portfolios</p> <p>___ Flip camera ___ Folders</p> <p>___ Cameras ___ Pens</p> <p>___ Paper rolls ___ Snack</p> <p>___ Markers ___ C/E info.</p> <p>___ Pencils</p> <p>___ Improv activities</p> <p>___ Play Doh</p> <p>___ Finger paint</p> <p>___ Paper</p> <p>___ Center directions</p>
Friday	<p>Fellows will verbally articulate personal goals in the following areas:</p> <ul style="list-style-type: none"> • Writer's Dispositions • Writer's Process • Writer's Craft (the 6 Traits) <p>Fellows will verbally provide criteria-specific feedback to their peers.</p> <p>They will assess the utility of the peer-review protocols used.</p>	<ul style="list-style-type: none"> • Reflecting and setting goals: conferences with teachers • Strategies to add to our tool box: Varied peer review protocols • Planning for the school year sessions and opportunities to share your expertise 	<p>___ Portfolios</p> <p>___ Folders</p> <p>___ Pens</p> <p>___ Snack</p> <p>___ C/E Info.</p> <p>___ Peer Review templates</p> <p>___ Write on/wipe off markers</p>

WNY Young Writers' Studio: Assessing Growth

Writer: _____

Overall Goal for This Season (What Does the Writer Hope to Achieve?):

Learning Targets (What Will the Writer Study and/or Do in Order to Achieve This?):

Writer's Dispositions:

Writer's Process:

Writer's Craft:

Date of Pre-Conference: _____

Date of Mid-Program Assessment: _____

Date of Post Assessment: _____

Key:**PR=Pre-readiness**

Writer may not be aware of the outcome or demonstrating the indicators aligned to it

B=Beginning

Writer is aware of the outcome and has begun demonstrating some of the indicators aligned to it

D=Developing

Writer is demonstrating growth around most of the indicators aligned to the outcome

C=Consistently Practicing

Writer is consistently attending to all of the indicators aligned to the outcome

Pre	Mid	Post	Outcome and Indicators
			1. Fellows will define passion-based goals and use what they learn at Studio to achieve them <ul style="list-style-type: none"> • They will set goals and track how they are growing • They will participate in research and study what they need to in order to achieve their goals • They will change how they work in response to what they learn
			2. Fellows will grow their Dispositions of Practice <ul style="list-style-type: none"> • They will assess their growth • They will set goals and develop strategies to improve • They will act in ways that help others do the same
			3. Fellows will use what they learn in Studio to help others outside of Studio <ul style="list-style-type: none"> • They will use what they learn in Studio at school, in their community, or at home • They will use feedback from those outside of Studio to improve their work inside of Studio • They will talk with those outside of Studio about their goals, growth, and needs
			4. Fellows will participate actively in Studio and work hard to carry its mission forward <ul style="list-style-type: none"> • They will participate in other writing and professional learning experiences • They will rely on the expertise of others to improve their writing and teaching • They will state the ways in which communities improve learning • They will actively support the writing, learning, and work of others • They will contribute to the vision, mission, and planning of our community
			5. Fellows will seek to influence others in positive ways via the written word <ul style="list-style-type: none"> • They will define an audience they are eager to influence • They will create pieces that are of value to this audience • They will reflect on how their writing effects others • They will revise their work—including previously published pieces

Receiving Sustained Support

Email:

stockmanangela@gmail.com

Blogs:

<http://wnyyws.org/blog>

<http://www.angelastockman.com/blog>

Twitter:

angelastockman

Facebook:

WNY Young Writers' Studio

Ning:

<http://wnyywss.ning.com>

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